**The First Thanksgiving**

**Teacher Candidate** Angie Sanchez **Grade Level** 3rd **Date of lesson** November 2011

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**Social Studies (Grade 3):**

**3SS2.b:** Examine how people have used the environment to meet their needs and wants and how this has changed over time

**3SS2.c:** Trace and describe the ways people use natural resources and the affect this has on the economy and lifestyle of the local region.

**3SS3:** Discuss reasons why communities are established, how individuals and families contribute to the development of the community, and how communities change over time.

**3SS3.b:** Examine the economies established by early European settlers.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

Students have been comparing people, places, events, and developments in communities within the United States and in their own community.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

Students will be able to:

1. Use technology tools to access, explore, and synthesize information on the *Mayflower,* Pilgrims, Plymouth colony, and the first Thanksgiving
2. Develop an understanding of the Pilgrims' experiences and hardships while traveling to and establishing a settlement in the New World
3. Understand and identify cultural and social changes from colonial times to the present
4. Demonstrate comprehension through experiential response
5. Interpret information using a timeline of events leading up to the first Thanksgiving

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Students learning will be assessed based on the construction of their timeline and how well they depicted their assigned time period.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Book: *The Story of the First Thanksgiving* by Elaine Raphael and Don Bolognese

12 ft construction paper

Variety of construction paper

Writing/Drawing utensils (markers, pencils, colored pencils)

Scissors

Additional Resources:

Virtual Field Trip: <http://www.scholastic.com/scholastic_thanksgiving/webcast.htm>

Voyage on the Mayflower

Daily Life

The Thanksgiving Feast

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

Guided exploration and discovery was chosen for this activity to allow students to explore the experiences and historical significance of the Pilgrim's voyage, settlement, and first harvest celebration.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

To begin the lesson, explain that the 1621 feast held a year after the Pilgrims moved to the New World is known as the first Thanksgiving. Read from the book titled, *The Story of the First Thanksgiving* by Elaine Raphael and Don Bolognese and discuss events as they are happening in the book. Discuss how they used their environment to meet their needs and how they established their community. Then tell students that they will be developing a timeline to depict the events that led to the first Thanksgiving. Explain that a timeline is an actual picture of events that happened in history. At the beginning of your timeline, mark the starting date and what happened on that date. Next, go to the end of the timeline and mark the ending date and what happened. In between these dates, mark the other important dates and what happened.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Invite students to explore the "Thanksgiving Feast" [slideshow](http://www.scholastic.com/scholastic_thanksgiving/feast/slideshow.htm) and the "Thanksgiving Timeline" components for this section. Using a KWL graphic organizer, have a whole group discussion to fill out the components and have them periodically return to the KWL chart to compare, correct, or add new information.
2. Pair students (x 3) into groups and assign an event for them to depict. Explain that they can use construction paper and other art materials to recreate their events onto the timeline. Remind students to refer to their KWL chart for information.
   1. Sept 1620: Voyage on the Mayflower
   2. Dec 1620: The Pilgrims establish their first colony
   3. Winter 1620-1621: Pilgrims arrive during the winter making it very difficult to find food and make shelter
   4. Mar 1621: Pilgrims meet Squanto who helps them plant crops
   5. Late Spring 1621: Shelter is finally built
   6. Early Autumn-Oct 1621: Pilgrims harvest their first crops and decide to celebrate the abundance of food with a feast
3. Draw a timeline using the dates above on a 12ft piece of construction paper, leaving enough space in between each time period for student’s work.
4. As students finish their events, assist them in gluing their projects onto the timeline in the proper sequence. Make sure students write the title of their events onto the timeline.
5. Display the life-size timeline on the wall for students and parents to see.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Reflect on what has been learned by formulating ideas, opinions, and personal responses and adding them to their KWL charts.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| ------------- | 1. ESL 2. IEP | 1. For this student, it is important to include a lot of pictures, charts, graphic organizers, and maybe some extra time to complete tasks. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for re-teaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?